

2018-2019

# EPP Bachelor Performance Report

NC Wesleyan College

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## Public Schools of North Carolina

State Board of Education  
Department of Public Instruction

### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 1,000 full-time students at the Rocky Mount campus and serves roughly 1,250 adult students with evening programs in Rocky Mount, Goldsboro, Raleigh, Wilmington, Brunswick, Greenville, Manteo, Durham, Washington, and Whiteville. The College offers undergraduate programs organized into 24 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship,

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and productive careers. Our students benefit from small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education and middle grades education, a minor in secondary education for its degree-seeking students, residency, and licensure-only programs for post-baccalaureate candidates. The teacher education program is accredited by CAEP and is a member of the NC Association of Colleges of Teacher Education.

### **Special Characteristics**

Wesleyan's small size and diverse demographics provide a unique opportunity for students and faculty to work closely together. The goal of the teacher education program is to develop teachers who are reflective decision-makers and work well with diverse K-12 learners. The education program begins with courses in the sophomore year. Throughout the program, students complete case studies, develop portfolios, respond to teacher narratives and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester of Practicum and 16 weeks of student teaching.

### **Program Areas and Levels Offered**

Undergraduate licensure and licensure-only areas include Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in Mathematics, Language Arts, Science, and Social Studies, and Secondary Education programs in English, Mathematics, History, Social Studies, and Biology. The program produces approximately 10-15 teachers each year.

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**Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency
X		X

**Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

Students complete field experiences in a highly diverse school system in eastern North Carolina. They also participate in our tutoring partnership with the Association of Learning Disabled and Handicapped in Rocky Mount. Students work closely with K12 students with identified exceptionalities and their families as mentors in our weekly tutoring program and participate in mock IEP meetings with community stakeholders. Additionally, our curriculum for every licensure pathway includes required coursework in Special Education and our methods courses focus on meeting the needs of diverse learners.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

Students complete field experiences, practicum, and student teaching in highly diverse classrooms in eastern North Carolina. Additionally, our curriculum for every licensure pathway includes required coursework in Special Education and our literacy methods courses focus on how teachers incorporate

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literacy across the curriculum. Students are also required to attend professional development sessions and complete coursework that explores culturally responsive teaching practices.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

NC Wesleyan elementary education candidates demonstrate their ability to utilize principals of Universal Design through a key assessment project in our EDU 310 Technology in Education course. This culminating project requires candidates to design an integrated unit that uses technology tools inclusively to provide multiple access points to learning and assessment. Candidates use principals of Universal Design to justify the instructional decisions and assessment opportunities in their unit plan.

**The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.**

Teacher candidates at NC Wesleyan are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. All candidates take EDU 310: Technology in Education which prepares them to effectively use technology in the classroom. Candidates use digital design software to create resources for their instructional units. Teacher candidates complete a digital technology portfolio that contains evidence of proficiency in using Web 2.0 tools, coding, and robotics to enhance instruction. Our faculty attend workshops and professional development in order to support innovation in our pedagogy. Candidates preparing to teach in the elementary school setting are required to apply formative and summative assessment strategies within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student growth. All candidates are required to take EDU 405: Educational Assessment which provides our students with the knowledge and skills necessary for designing and evaluating classroom assessments and for understanding issues related to standardized testing and the North Carolina testing program for public school students. Also, special education students are required to

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take SPE 427: Assessment in Program Development. In addition, during the student teaching experience, candidates are required to implement a unit which utilizes formative and summative assessments, and requires demonstration of the positive impact on student learning. Furthermore, student teachers work closely with their cooperating teachers to utilize the school and State assessment systems to gain experience and knowledge.

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

NC Wesleyan elementary education candidates are prepared to integrate arts education across the curriculum. Candidates are required to take EDU 303: Elementary Methods for Integrating Arts, Movement, and Healthy Living, which addresses discipline areas that include Visual Arts, Music, and Theater/Expressive Movement. Students learn the integrative possibilities of these disciplines for interdisciplinary classroom instruction. Laboratory practicum, homework, and research are required.

**Explain how your program(s) and unit conduct self-study.**

NC Wesleyan is nationally accredited by CAEP and routinely conducts a rigorous self-study according to CAEP guidelines.

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Students complete a pre-student teaching internship in a low performing school the semester prior to student teaching. This internship is a supervised intensive 75-hour placement. Additionally, students

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complete 30 hours of field experience in each semester prior to the senior semester practicum/student teaching block.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

Students complete a 75-hour internship the semester prior to student teaching. The internship and student teaching semesters provide students with experiences at the beginning and the end of the school year.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rocky Mount Prep, Red Oak Elementary, Northern Nash High, Red Oak Middle, NECP, G.W. Bulluck Elementary, Carver Elementary, and Baskerville Elementary
Priorities Identified in Collaboration with LEAs/Schools	Meet individual academic needs of K-12 special needs students. College collaboration and service engagement and service learning; engagement with families and communities
Activities and/or Programs Implemented to Address the Priorities	The Students Helping Students After School Tutoring Program supports K-12 EC students and their parents through weekly tutoring and curriculum based measurement benchmark and progress monitoring
Start and End Dates	9/2017 - 4/2018
Number of Participants	34
Summary of the Outcome of the Activities and/or Programs	Parents reported positive outcomes and overwhelming support of the partnership; students demonstrated academic gains on benchmarks and End of Grade Assessments

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools: Edwards Middle School, GW Carver Elementary, Northern Nash High, Red Oak Middle, Red Oak Elementary, Rocky Mount Preparatory Charter School
Priorities Identified in Collaboration with LEAs/Schools	Parent advocacy training to demonstrate to special needs parents how to advocate, navigate and access resources for their children.
Activities and/or Programs Implemented to Address the Priorities	<p>Faculty member led weekly mini workshops to help parents examine and understand IEPs, discuss accommodations, explore and interpret academic assessments (iReady, CBM), Discuss accommodations, introduce easyCBM and RTI progress monitoring program, introduce and demonstrate problem solving with Osmo iPad games, demonstrate collaborative skills, and develop personal portfolios of online resources.</p> <p>Afterschool parents also coordinated, planned and presented a county wide parent empowerment seminar for other parents in the community with exceptional children</p>
Start and End Dates	9/2017 - 4/2018
Number of Participants	15
Summary of the Outcome of the Activities and/or Programs	Parents reported positive outcomes and overwhelming support of the partnership
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools: Red Oak Elementary, Edwards Middle School, Williford Elementary
Priorities Identified in Collaboration with LEAs/Schools	Mock IEP meeting to identify program needs, determine goals and objectives, write IEPs using NCDPI Exceptional Children state forms, and play role of an IEP team member (special education teacher, general education teacher, LEA representative, and parent
Activities and/or Programs Implemented to Address the Priorities	IEP development training for parents and pre-service teachers
Start and End Dates	11/2016 & 4/2017
Number of Participants	17

Summary of the Outcome of the Activities and/or Programs	Participants reported positive outcomes gains in readiness to advocate for and support K-12 students during IEP meetings; Pre-service teachers gained hands-on experience role-playing IEP meetings and developing IEP goals.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Promote community partnership; Literacy focused service learning project for pre-service teachers
Activities and/or Programs Implemented to Address the Priorities	Co-sponsor and host the Scripps National Spelling Bee (Regional Contest, 23 Nash-Rocky Mount Schools)
Start and End Dates	3/20/2018
Number of Participants	67
Summary of the Outcome of the Activities and/or Programs	Promoted partnership between IHE and local schools; Pre-service teachers gained experience working with community partners
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rocky Mount Prep and greater Nash-Rocky Public Schools
Priorities Identified in Collaboration with LEAs/Schools	College collaboration and service engagement and service learning; engagement with families and communities; Promote STEM learning
Activities and/or Programs Implemented to Address the Priorities	NC Wesleyan Teacher Education and Rocky Mount Preparatory Charter School hosted K-12 Nash-Rocky Mount public school students for a hands-on science event with experiments, animals, and robotics designed to generate enthusiasm for science and encourage exploration of the world



Start and End Dates	3/26/18
Number of Participants	200
Summary of the Outcome of the Activities and/or Programs	Explore science, technology, engineering and mathematics through engaging hands-on activities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Carver Elementary, G.W. Bulluck Elementary, and Northeast Carolina Prep
Priorities Identified in Collaboration with LEAs/Schools	Action Research: Investigate new ideas in the classrooms; Assess academic deficits of special needs children in reading and math
Activities and/or Programs Implemented to Address the Priorities	After academic assessments: Conduct baselines, Determine goals, Introduce research based strategies in math or reading, Conduct progress monitoring, Analyze and interpret data using graphs, and Present results
Start and End Dates	2/2018-4/2018
Number of Participants	10
Summary of the Outcome of the Activities and/or Programs	Promoted partnership between IHE and local schools; Pre-service teachers gained experience designing and implementing data driven instruction in a real-world setting.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wayne County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Support pre-service and beginning teachers through professional development of dispositions and licensure test preparation
Activities and/or Programs Implemented	Mock interviews for Student Teachers; Pearson test preparation course for Student Teachers, and IHE Roundtable for faculty

to Address the Priorities	
Start and End Dates	2017-18 Academic Year
Number of Participants	33
Summary of the Outcome of the Activities and/or Programs	Promoted partnership between IHE and local schools; Pre-service teachers gained professional skills and test preparation.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools: Rocky Mount Preparatory Charter School
Priorities Identified in Collaboration with LEAs/Schools	College collaboration and service engagement; Motivate K-12 students be more interested in going to college and to believe that college is attainable
Activities and/or Programs Implemented to Address the Priorities	College students provided mentoring and skill building in the areas of basketball, cheer, dance, and literacy
Start and End Dates	Feb 2- March 23 2018
Number of Participants	25
Summary of the Outcome of the Activities and/or Programs	K-12 students showed increased interest in attending college and reported feelings of efficacy after working with the college mentors
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools: Hubbard Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Service learning activity designed to increase literacy skills

Activities and/or Programs Implemented to Address the Priorities	Education students provide tutoring in reading and other content areas weekly
Start and End Dates	January 2017-April 2017,
Number of Participants	40
Summary of the Outcome of the Activities and/or Programs	K-12 students improved literacy skills while receiving mentoring in small group settings during school invention activities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Southern Nash and Nash Central High School
Priorities Identified in Collaboration with LEAs/Schools	College collaboration and service engagement
Activities and/or Programs Implemented to Address the Priorities	Scholars Latino Initiative Program
Start and End Dates	January 2018-April 2018
Number of Participants	16
Summary of the Outcome of the Activities and/or Programs	High school students increased their awareness of college entrance process and gained knowledge of college level work
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash Rocky Mount Public Schools 8 <sup>th</sup> Graders

Priorities Identified in Collaboration with LEAs/Schools	College collaboration and service engagement; Increase college readiness for K-12 students
Activities and/or Programs Implemented to Address the Priorities	Communities in Schools 8th graders participated in events that encouraged college readiness
Start and End Dates	March 2016
Number of Participants	80
Summary of the Outcome of the Activities and/or Programs	Students toured campus and discussed higher education opportunities; students also participated in Lego Education demos
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Public Schools, Martin County Schools, Onslow County Schools: Bear Grass Charter School, Northern Nash High School, Rocky Mount Preparatory Academy Charter School, Swansboro High School
Priorities Identified in Collaboration with LEAs/Schools	College collaboration and service engagement through the Arts
Activities and/or Programs Implemented to Address the Priorities	Various Band concerts, events, and clinics. Partnerships with NC Wesleyan and K-12 Schools
Start and End Dates	2016-2017
Number of Participants	550
Summary of the Outcome of the Activities and/or Programs	Parents and community partners reported positive collaboration and attendance gains from collaboration
LEAs/Schools with whom the Institution	Nash-Rocky Mount Schools: Rocky Mount High School, Coopers Elementary School, Nash Central Middle School, Southern Nash Middle School

Has Formal Collaborative Plans	
Priorities Identified in Collaboration with LEAs/Schools	College Athletics Youth Mentoring Program
Activities and/or Programs Implemented to Address the Priorities	Skill acquisition clinics, College fair participation, and youth mentorship
Start and End Dates	Feb 16 <sup>th</sup> – April 17 <sup>th</sup> 2018
Number of Participants	150
Summary of the Outcome of the Activities and/or Programs	Increased college partnership with K-12 athletes and fostered positive community partnership

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	2
Female	8
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	1
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	8
Multi-Racial	1
Student does not wish to provide	

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time
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	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	26
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	2
	Total	5	Total	36
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>						
<b>LC Completed program and applied for license</b>						
Prekindergarten						
Elementary	2	8				
MG						
Secondary		1				
Special Subjects						
EC						
VocEd						
Special Services						
Total	2	9	0	0	0	0

**D. Undergraduate program completers in NC Schools within one year of program completion.**

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCWesleyan	22	86	64
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
Nash-Rocky Mount Schools	100
Wayne County Public Schools	48
Wake County Schools	32
Wilson County Schools	23
Johnston County Public Schools	20
Edgecombe County Public Schools	18
Lenoir County Public Schools	18

Roanoke Rapids City Schools	15
Halifax County Schools	12
Pitt County Schools	10

**F. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	491.94
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.56
Comment or Explanation:	
* Less than five scores reported	

**G. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	8	5	5	60	5	60	5	60
M.G. Language Arts	1	1	1	*	1	*	1	*
Spec Ed: General Curriculum	1							
Institution Summary	9	6	6	50	6	50	6	50
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

**H. Time from admission into professional teacher education program until program completion**

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	5	1	2		



U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
<b>Residency</b>						
	<b>1 semester</b>	<b>2 semesters</b>	<b>3 semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>
Residency						
Comment or Explanation:						

### I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	1	12

### J. Field Supervisors to Students Ratio (include both internships and residencies)

1:1.3
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### K. Teacher Effectiveness

Institution: NC Wesleyan College							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <a href="https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model">https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</a>.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:		N/A	80.6%	N/A	N/A	31	12
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	67.7%	25.8%	N/A	31	12
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			83.9%	16.1%		31	12
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	77.4%	19.4%		31	12
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	71.0%	25.8%		31	12
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	25.8%	67.7%	N/A	31	12		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		